

# LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS

## INDEX TO VOLUME 32, 2001

Author Index .....	306
Subject Index .....	307
Title Index .....	309

### AUTHOR INDEX

- Allen, M. M. *See* Nippold et al. Proverb comprehension as a function of reading proficiency in preadolescents. 32(2), 90-100.
- Apel, K. Epilogue: Developing evidence-based practices and research collaborations in school settings. 32(3), 196-197.
- Apel, K. Prologue: Developing evidence-based practices and research collaborations in school settings. 32(3), 149-152.
- Apel, K., & Masterson, J. J. Theory-guided spelling assessment and intervention: A case study. 32(3), 182-195.
- Arndt, J., & Healey, E. C. Concomitant disorders in school-age children who stutter. 32(2), 68-78.
- Barlow, J. A. Case study: Optimality theory and the assessment and treatment of phonological disorders. 32(4), 242-256.
- Barlow, J. A. Epilogue: Recent advances in phonological theory and treatment. 32(4), 295-297.
- Barlow, J. A. Prologue: Recent advances in phonological theory and treatment. 32(4), 225-228.
- Bernhardt, B. H., & Holdgrafer, G. Beyond the basics I: The need for strategic sampling for in-depth phonological analysis. 32(1), 18-27.
- Bernhardt, B. H., & Holdgrafer, G. Beyond the basics II: Supplemental sampling for in-depth phonological analysis. 32(1), 28-37.
- Bourassa, D. C., & Treiman, R. Spelling development and disability: The importance of linguistic factors. 32(3), 172-181.
- Brinton, B. *See* Fujiki et al. Social behaviors of children with language impairment on the playground: A pilot study. 32(2), 101-113.
- Calculator, S. *See* Duchan et al. A framework for managing controversial practices. 32(3), 133-141.
- Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. 32(1), 38-50.
- Cumley, G. D. *See* Duchan et al. A framework for managing controversial practices. 32(3), 133-141.
- DeThorne, L. S., & Watkins, R. V. Listeners' perceptions of language use in children. 32(3), 142-148.
- Diehl, S. *See* Duchan et al. A framework for managing controversial practices. 32(3), 133-141.
- Dinnsen, D. A., & O'Connor, K. M. Implicational related error patterns and the selection of treatment targets. 32(4), 257-270.
- Dromi, E. *See* Tur-Kaspa & Dromi. Grammatical deviations in the spoken and written language of Hebrew-speaking children with hearing impairments. 32(2), 79-89.
- Duchan, J. F., Calculator, S., Sonnenmeier, R., Diehl, S., & Cumley, G. D. A framework for managing controversial practices. 32(3), 133-141.
- Fey, M. E. *See* Catts et al. Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. 32(1), 38-50.
- Fujiki, M., Brinton, B., Isaacson, T., & Summers, C. Social behaviors of children with language impairment on the playground: A pilot study. 32(2), 101-113.
- Gierut, J. A. Complexity in phonological treatment: Clinical factors. 32(4), 229-241.
- Goetz, L. *See* Soto et al. Professional skills for serving students who use AAC in general education classrooms: A team perspective. 32(1), 51-56.
- Goldberg, L. R. *See* Paul-Brown & Goldberg. Current policies and new directions for speech-language pathology assistants. 32(1), 4-17.
- Goldstein, B., & Washington, P. S. An initial investigation of phonological patterns in typically developing 4-year-old Spanish-English bilingual children. 32(3), 153-164.
- Greenhalgh, K. S., & Strong, C. J. Literate language features in spoken narratives of children with typical language and children with language impairments. 32(2), 114-126.
- Gutiérrez-Clellen, V. F., & Peña, E. Dynamic assessment of diverse children: A tutorial. 32(4), 212-224.
- Healey, E. C. *See* Arndt & Healey. Concomitant disorders in school-age children who stutter. 32(2), 68-78.
- Hodson, B. W. *See* Porter & Hodson. Collaborating to obtain phonological acquisition data for local schools. 32(3), 165-171.
- Holdgrafer, G. *See* Bernhardt & Holdgrafer. Beyond the basics I: The need for strategic sampling for in-depth phonological analysis. 32(1), 18-27.
- Holdgrafer, G. *See* Bernhardt & Holdgrafer. Beyond the basics II: Supplemental sampling for in-depth phonological analysis. 32(1), 28-37.
- Hunt, P. *See* Soto et al. Professional skills for serving students who use AAC in general education classrooms: A team perspective. 32(1), 51-56.
- Ingram, D., & Ingram, K. D. A whole-word approach to phonological analysis and intervention. 32(4), 271-283.
- Ingram, K. D. *See* Ingram & Ingram. A whole-word approach to phonological analysis and intervention. 32(4), 271-283.
- Isaacson, T. *See* Fujiki et al. Social behaviors of children with language impairment on the playground: A pilot study. 32(2), 101-113.
- Kehoe, M. M. Prosodic patterns in children's multisyllabic word productions. 32(4), 284-294.
- Kirsch, D. I. *See* Nippold et al. Proverb comprehension as a function of reading proficiency in preadolescents. 32(2), 90-100.
- Masterson, J. J. *See* Apel & Masterson. Theory-guided spelling assessment and intervention: A case study. 32(3), 182-195.

# LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS

## INDEX TO VOLUME 32, 2001

Author Index .....	306
Subject Index .....	307
Title Index .....	309

### AUTHOR INDEX

- Allen, M. M. *See* Nippold et al. Proverb comprehension as a function of reading proficiency in preadolescents. 32(2), 90-100.
- Apel, K. Epilogue: Developing evidence-based practices and research collaborations in school settings. 32(3), 196-197.
- Apel, K. Prologue: Developing evidence-based practices and research collaborations in school settings. 32(3), 149-152.
- Apel, K., & Masterson, J. J. Theory-guided spelling assessment and intervention: A case study. 32(3), 182-195.
- Arndt, J., & Healey, E. C. Concomitant disorders in school-age children who stutter. 32(2), 68-78.
- Barlow, J. A. Case study: Optimality theory and the assessment and treatment of phonological disorders. 32(4), 242-256.
- Barlow, J. A. Epilogue: Recent advances in phonological theory and treatment. 32(4), 295-297.
- Barlow, J. A. Prologue: Recent advances in phonological theory and treatment. 32(4), 225-228.
- Bernhardt, B. H., & Holdgrafer, G. Beyond the basics I: The need for strategic sampling for in-depth phonological analysis. 32(1), 18-27.
- Bernhardt, B. H., & Holdgrafer, G. Beyond the basics II: Supplemental sampling for in-depth phonological analysis. 32(1), 28-37.
- Bourassa, D. C., & Treiman, R. Spelling development and disability: The importance of linguistic factors. 32(3), 172-181.
- Brinton, B. *See* Fujiki et al. Social behaviors of children with language impairment on the playground: A pilot study. 32(2), 101-113.
- Calculator, S. *See* Duchan et al. A framework for managing controversial practices. 32(3), 133-141.
- Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. 32(1), 38-50.
- Cumley, G. D. *See* Duchan et al. A framework for managing controversial practices. 32(3), 133-141.
- DeThorne, L. S., & Watkins, R. V. Listeners' perceptions of language use in children. 32(3), 142-148.
- Diehl, S. *See* Duchan et al. A framework for managing controversial practices. 32(3), 133-141.
- Dinnsen, D. A., & O'Connor, K. M. Implicational related error patterns and the selection of treatment targets. 32(4), 257-270.
- Dromi, E. *See* Tur-Kaspa & Dromi. Grammatical deviations in the spoken and written language of Hebrew-speaking children with hearing impairments. 32(2), 79-89.
- Duchan, J. F., Calculator, S., Sonnenmeier, R., Diehl, S., & Cumley, G. D. A framework for managing controversial practices. 32(3), 133-141.
- Fey, M. E. *See* Catts et al. Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. 32(1), 38-50.
- Fujiki, M., Brinton, B., Isaacson, T., & Summers, C. Social behaviors of children with language impairment on the playground: A pilot study. 32(2), 101-113.
- Gierut, J. A. Complexity in phonological treatment: Clinical factors. 32(4), 229-241.
- Goetz, L. *See* Soto et al. Professional skills for serving students who use AAC in general education classrooms: A team perspective. 32(1), 51-56.
- Goldberg, L. R. *See* Paul-Brown & Goldberg. Current policies and new directions for speech-language pathology assistants. 32(1), 4-17.
- Goldstein, B., & Washington, P. S. An initial investigation of phonological patterns in typically developing 4-year-old Spanish-English bilingual children. 32(3), 153-164.
- Greenhalgh, K. S., & Strong, C. J. Literate language features in spoken narratives of children with typical language and children with language impairments. 32(2), 114-126.
- Gutiérrez-Clellen, V. F., & Peña, E. Dynamic assessment of diverse children: A tutorial. 32(4), 212-224.
- Healey, E. C. *See* Arndt & Healey. Concomitant disorders in school-age children who stutter. 32(2), 68-78.
- Hodson, B. W. *See* Porter & Hodson. Collaborating to obtain phonological acquisition data for local schools. 32(3), 165-171.
- Holdgrafer, G. *See* Bernhardt & Holdgrafer. Beyond the basics I: The need for strategic sampling for in-depth phonological analysis. 32(1), 18-27.
- Holdgrafer, G. *See* Bernhardt & Holdgrafer. Beyond the basics II: Supplemental sampling for in-depth phonological analysis. 32(1), 28-37.
- Hunt, P. *See* Soto et al. Professional skills for serving students who use AAC in general education classrooms: A team perspective. 32(1), 51-56.
- Ingram, D., & Ingram, K. D. A whole-word approach to phonological analysis and intervention. 32(4), 271-283.
- Ingram, K. D. *See* Ingram & Ingram. A whole-word approach to phonological analysis and intervention. 32(4), 271-283.
- Isaacson, T. *See* Fujiki et al. Social behaviors of children with language impairment on the playground: A pilot study. 32(2), 101-113.
- Kehoe, M. M. Prosodic patterns in children's multisyllabic word productions. 32(4), 284-294.
- Kirsch, D. I. *See* Nippold et al. Proverb comprehension as a function of reading proficiency in preadolescents. 32(2), 90-100.
- Masterson, J. J. *See* Apel & Masterson. Theory-guided spelling assessment and intervention: A case study. 32(3), 182-195.

Müller, E. *See* Soto et al. Professional skills for serving students who use AAC in general education classrooms: A team perspective. 32(1), 51-56.

Nippold, M. A., Allen, M. M., & Kirsch, D. I. Proverb comprehension as a function of reading proficiency in preadolescents. 32(2), 90-100.

O'Connor, K. M. *See* Dinnsen & O'Connor. Implicationally related error patterns and the selection of treatment targets. 32(4), 257-270.

Paul-Brown, D., & Goldberg, L. R. Current policies and new directions for speech-language pathology assistants. 32(1), 4-17.

Peña, E. *See* Gutiérrez-Clellen & Peña. Dynamic assessment of diverse children: A tutorial. 32(4), 212-224.

Porter, J. H., & Hodson, B. W. Collaborating to obtain phonological acquisition data for local schools. 32(3), 165-171.

Sonnenmeier, R. *See* Duchan et al. A framework for managing controversial practices. 32(3), 133-141.

Soto, G., Müller, E., Hunt, P., & Goetz, L. Professional skills for serving students who use AAC in general education classrooms: A team perspective. 32(1), 51-56.

Strong, C. J. *See* Greenhalgh & Strong. Literate Language Features in Spoken Narratives of Children With Typical Language and Children With Language Impairments. 32(2), 114-126.

Summers, C. *See* Fujiki et al. Social behaviors of children with language impairment on the playground: A pilot study. 32(2), 101-113.

Tomblin, J. B. *See* Catts et al. Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. 32(1), 38-50.

Treiman, R. *See* Bourassa & Treiman. Spelling development and disability: The importance of linguistic factors. 32(3), 172-181.

Tur-Kaspa, H., & Dromi, E. Grammatical deviations in the spoken and written language of Hebrew-speaking children with hearing impairments. 32(2), 79-89.

Washington, P. S. *See* Goldstein & Washington. An initial investigation of phonological patterns in typically developing 4-year-old Spanish-English bilingual children. 32(3), 153-164.

Watkins, R. V. *See* DeThorne & Watkins. Listeners' perceptions of language use in children. 32(3), 142-148.

Zhang, X. *See* Catts et al. Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. 32(1), 38-50.

## SUBJECT INDEX

### HEARING

#### NATURE OF HEARING AND ITS DISORDERS

##### Hearing Loss and Deafness

Grammatical deviations in the spoken and written language of Hebrew-speaking children with hearing impairments. Tur-Kaspa, H., & Dromi, E. 32(2), 79-89.

### LANGUAGE

#### NATURE OF NORMAL LANGUAGE

##### Language Development

Collaborating to obtain phonological acquisition data for local schools. Porter, J. H., & Hodson, B. W. 32(3), 165-171.

Epilogue: Developing evidence-based practices and research collaborations in school settings. Apel, K. 32(3), 196-197.

Epilogue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 295-297.

An initial investigation of phonological patterns in typically developing 4-year-old Spanish-English bilingual children. Goldstein, B., & Washington, P. S. 32(3), 153-164.

Prologue: Developing evidence-based practices and research collaborations in school settings. Apel, K. 32(3), 149-152.

Prologue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 225-228.

Prosodic patterns in children's multisyllabic word productions. Kehoe, M. M. 32(4), 284-294.

Proverb comprehension as a function of reading proficiency in preadolescents. Nippold, M. A., Allen, M. M., & Kirsch, D. I. 32(2), 90-100.

##### Language Differences and Different Languages

Dynamic assessment of diverse children: A tutorial. Gutiérrez-Clellen, V. F., & Peña, E. 32(4), 212-224.

Epilogue: Developing evidence-based practices and research collaborations in school settings. Apel, K. 32(3), 196-197.

Prologue: Developing evidence-based practices and research collaborations in school settings. Apel, K. 32(3), 149-152.

Social behaviors of children with language impairment on the playground: A pilot study. Fujiki, M., Brinton, B., Isaacson, T., & Summers, C. 32(2), 101-113.

### LANGUAGE DISORDERS

#### Language Disorders in Children

Case study: Optimality theory and the assessment and treatment of phonological disorders. Barlow, J. A. 32(4), 242-256.

Epilogue: Developing evidence-based practices and research collaborations in school settings. Apel, K. 32(3), 196-197.

Epilogue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 295-297.

Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. 32(1), 38-50.

Implicationally related error patterns and the selection of treatment targets. Dinnsen, D. A., & O'Connor, K. M. 32(4), 257-270.

Listeners' perceptions of language use in children. DeThorne, L. S., & Watkins, R. V. 32(3), 142-148.

Literate language features in spoken narratives of children with typical language and children with language impairments. Greenhalgh, K. S., & Strong, C. J. 32(2), 114-126.

Professional skills for serving students who use AAC in general education classrooms: A team perspective. Soto, G., Müller, E., Hunt, P., & Goetz, L. 32(1), 51-56.

Prologue: Developing evidence-based practices and research collaborations in school settings. Apel, K. 32(3), 149-152.

Prologue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 225-228.

Social behaviors of children with language impairment on the playground: A pilot study. Fujiki, M., Brinton, B., Isaacson, T., & Summers, C. 32(2), 101-113.

Theory-guided spelling assessment and intervention: A case study. Apel, K., & Masterson, J. J. 32(3), 182-195.

A whole-word approach to phonological analysis and intervention. Ingram, D., & Ingram, K. D. 32(4), 271-283.

#### Learning Disabilities

Epilogue: Developing evidence-based practices and research collaborations in school settings. Apel, K. 32(3), 196-197.

Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. 32(1), 38-50.

Prologue: Developing evidence-based practices and research collaborations in school settings. Apel, K. 32(3), 149-152.

Theory-guided spelling assessment and intervention: A case study. Apel, K., & Masterson, J. J. 32(3), 182-195.

### **Language Disorders in Personality and Psychiatric Disturbances**

Social behaviors of children with language impairment on the playground: A pilot study. Fujiki, M., Brinton, B., Isaacson, T., & Summers, C. 32(2), 101-113.

### **Language Disorders in Mental Retardation**

A framework for managing controversial practices. Duchan, J. F., Calculator, S., Sonnenmeier, R., Diehl, S., & Cumley, G. D. 32(3), 133-141.

## **ASSESSMENT AND INTERVENTION**

### **Assessment**

Case study: Optimality theory and the assessment and treatment of phonological disorders. Barlow, J. A. 32(4), 242-256.

Collaborating to obtain phonological acquisition data for local schools. Porter, J. H., & Hodson, B. W. 32(3), 165-171.

Dynamic assessment of diverse children: A tutorial. Gutiérrez-Clellen, V. F., & Peña, E. 32(4), 212-224.

Epilogue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 295-297.

Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. 32(1), 38-50.

Grammatical deviations in the spoken and written language of Hebrew-speaking children with hearing impairments. Tur-Kaspa, H., & Dromi, E. 32(2), 79-89.

Literate language features in spoken narratives of children with typical language and children with language impairments. Greenhalgh, K. S., & Strong, C. J. 32(2), 114-126.

Prologue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 225-228.

Theory-guided spelling assessment and intervention: A case study. Apel, K., & Masterson, J. J. 32(3), 182-195.

A whole-word approach to phonological analysis and intervention. Ingram, D., & Ingram, K. D. 32(4), 271-283.

### **Intervention**

Case study: Optimality theory and the assessment and treatment of phonological disorders. Barlow, J. A. 32(4), 242-256.

Complexity in phonological treatment: Clinical factors. Gierut, J. A. 32(4), 229-241.

Epilogue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 295-297.

A framework for managing controversial practices. Duchan, J. F., Calculator, S., Sonnenmeier, R., Diehl, S., & Cumley, G. D. 32(3), 133-141.

Grammatical deviations in the spoken and written language of Hebrew-speaking children with hearing impairments. Tur-Kaspa, H., & Dromi, E. 32(2), 79-89.

Implicational related error patterns and the selection of treatment targets. Dinnsen, D. A., & O'Connor, K. M. 32(4), 257-270.

Listeners' perceptions of language use in children. DeThorne, L. S., & Watkins, R. V. 32(3), 142-148.

Professional skills for serving students who use AAC in general education classrooms: A team perspective. Soto, G., Müller, E., Hunt, P., & Goetz, L. 32(1), 51-56.

Prologue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 225-228.

Prosodic patterns in children's multisyllabic word productions. Kehoe, M. M. 32(4), 284-294.

Theory-guided spelling assessment and intervention: A case study. Apel, K., & Masterson, J. J. 32(3), 182-195.

A whole-word approach to phonological analysis and intervention. Ingram, D., & Ingram, K. D. 32(4), 271-283.

## **Nonspeech Communications Systems**

A framework for managing controversial practices. Duchan, J. F., Calculator, S., Sonnenmeier, R., Diehl, S., & Cumley, G. D. 32(3), 133-141.

Professional skills for serving students who use AAC in general education classrooms: A team perspective. Soto, G., Müller, E., Hunt, P., & Goetz, L. 32(1), 51-56.

## **Augmentative and Alternative Communication**

Professional skills for serving students who use AAC in general education classrooms: A team perspective. Soto, G., Müller, E., Hunt, P., & Goetz, L. 32(1), 51-56.

## **PHONOLOGICAL ACQUISITION/DEVELOPMENT**

Collaborating to obtain phonological acquisition data for local schools. Porter, J. H., & Hodson, B. W. 32(3), 165-171.

Prosodic patterns in children's multisyllabic word productions. Kehoe, M. M. 32(4), 284-294.

## **SPELLING DEVELOPMENT AND DISABILITY**

Spelling development and disability: The importance of linguistic factors. Bourassa, D. C., & Treiman, R. 32(3), 172-181.

## **THEORY**

Epilogue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 295-297.

Prologue: Recent advances in phonological theory and treatment. Barlow, J. A. 32(4), 225-228.

## **SPEECH**

### **NATURE OF NORMAL SPEECH**

#### **Development of Speech and Voice**

Prosodic patterns in children's multisyllabic word productions. Kehoe, M. M. 32(4), 284-294.

### **SPEECH AND VOICE DISORDERS**

#### **Articulation and Resonance Disorders**

Beyond the basics I: The need for strategic sampling for in-depth phonological analysis. Bernhardt, B. H., & Holdgrafer, G. 32(1), 18-27.

Beyond the basics II: Supplemental sampling for in-depth phonological analysis. Bernhardt, B. H., & Holdgrafer, G. 32(1), 28-37.

Complexity in phonological treatment: Clinical factors. Gierut, J. A. 32(4), 229-241.

#### **Stuttering and Other Fluency Disturbances**

Concomitant disorders in school-age children who stutter. Arndt, J., & Healey, E. C. 32(2), 68-78.

## **ASSESSMENT AND INTERVENTION**

### **Assessment**

Beyond the basics I: The need for strategic sampling for in-depth phonological analysis. Bernhardt, B. H., & Holdgrafer, G. 32(1), 18-27.

Beyond the basics II: Supplemental sampling for in-depth phonological analysis. Bernhardt, B. H., & Holdgrafer, G. 32(1), 28-37.

Concomitant disorders in school-age children who stutter. Arndt, J., & Healey, E. C. 32(2), 68-78.



## Intervention

Complexity in phonological treatment:  
Clinical factors. Gierut, J. A. 32(4),  
229-241.

Prosodic patterns in children's multisyllabic  
word productions. Kehoe, M. M. 32(4),  
284-294.

## Nonspeech Communication Systems

A framework for managing controversial  
practices. Duchan, J. F., Calculator, S.,  
Sonnenmeier, R., Diehl, S., & Cumley,  
G. D. 32(3), 133-141.

## PROFESSIONAL AND GENERAL SCIENTIFIC ISSUES

### PROFESSIONAL AFFAIRS

#### Professional Standards and Ethics

A framework for managing controversial  
practices. Duchan, J. F., Calculator, S.,  
Sonnenmeier, R., Diehl, S., & Cumley,  
G. D. 32(3), 133-141.

#### Service Provision

##### Models and Problems

Current policies and new directions for  
speech-language pathology assistants.  
Paul-Brown, D., & Goldberg, L. R.  
32(1), 4-17.

Epilogue: Developing evidence-based  
practices and research collaborations in  
school settings. Apel, K. 32(3), 196-197.

A framework for managing controversial  
practices. Duchan, J. F., Calculator, S.,  
Sonnenmeier, R., Diehl, S., & Cumley,  
G. D. 32(3), 133-141.

Prologue: Developing evidence-based  
practices and research collaborations in  
school settings. Apel, K. 32(3), 149-152.

### PROFESSIONAL TRAINING

#### Education and Continuing Education

Complexity in phonological treatment:  
Clinical factors. Gierut, J. A. 32(4),  
229-241.

Professional skills for serving students who  
use AAC in general education class-  
rooms: A team perspective. Soto, G.,  
Müller, E., Hunt, P., & Goetz, L. 32(1),  
51-56.

#### Clinical Supervision and Interaction

Current policies and new directions for  
speech-language pathology assistants.  
Paul-Brown, D., & Goldberg, L. R.  
32(1), 4-17.

## LANGUAGE DISORDERS IN HEARING IMPAIRED

Grammatical deviations in the spoken and  
written language of Hebrew-speaking  
children with hearing impairments. Tur-  
Kaspa, H., & Dromi, E. 32(2), 79-89.

## SCHOOL-UNIVERSITY COLLABORATION

Collaborating to obtain phonological  
acquisition data for local schools. Porter,  
J. H., & Hodson, B. W. 32(3), 165-171.

## TITLE INDEX

Beyond the basics I: The need for strategic  
sampling for in-depth phonological  
analysis. Bernhardt, B. H., & Holdgrafer,  
G. 32(1), 18-27.

Beyond the basics II: Supplemental  
sampling for in-depth phonological  
analysis. Bernhardt, B. H., & Holdgrafer,  
G. 32(1), 28-37.

Case study: Optimality theory and the  
assessment and treatment of phonologi-  
cal disorders. Barlow, J. A. 32(4),  
242-256.

Collaborating to obtain phonological  
acquisition data for local schools. Porter,  
J. H., & Hodson, B. W. 32(3), 165-171.

Complexity in phonological treatment:  
Clinical factors. Gierut, J. A. 32(4),  
229-241.

Concomitant disorders in school-age  
children who stutter. Arndt, J., & Healey,  
E. C. 32(2), 68-78.

Current policies and new directions for  
speech-language pathology assistants.  
Paul-Brown, D., & Goldberg, L. R.  
32(1), 4-17.

Dynamic assessment of diverse children: A  
tutorial. Gutiérrez-Clellen, V. F., & Peña,  
E. 32(4), 212-224.

Epilogue: Developing evidence-based  
practices and research collaborations in  
school settings. Apel, K. 32(3), 196-197.

Epilogue: Recent advances in phonological  
theory and treatment. Barlow, J. A. 32(4),  
295-297.

Estimating the risk of future reading  
difficulties in kindergarten children: A  
research-based model and its clinical  
implementation. Catts, H. W., Fey, M. E.,  
Zhang, X., & Tomblin, J. B. 32(1), 38-50.

A framework for managing controversial  
practices. Duchan, J. F., Calculator, S.,  
Sonnenmeier, R., Diehl, S., & Cumley,  
G. D. 32(3), 133-141.

Grammatical deviations in the spoken and  
written language of Hebrew-speaking  
children with hearing impairments. Tur-  
Kaspa, H., & Dromi, E. 32(2), 79-89.

Implicational related error patterns and  
the selection of treatment targets.  
Dinnsen, D. A., & O'Connor, K. M.  
32(4), 257-270.

An initial investigation of phonological  
patterns in typically developing 4-year-  
old Spanish-English bilingual children.  
Goldstein, B., & Washington, P. S. 32(3),  
153-164.

Listeners' perceptions of language use in  
children. DeThorne, L. S., & Watkins, R.  
V. 32(3), 142-148.

Literate language features in spoken  
narratives of children with typical  
language and children with language  
impairments. Greenhalgh, K. S., &  
Strong, C. J. 32(2), 114-126.

Professional skills for serving students who  
use AAC in general education class-  
rooms: A team perspective. Soto, G.,  
Müller, E., Hunt, P., & Goetz, L. 32(1),  
51-56.

Prologue: Developing evidence-based  
practices and research collaborations in  
school settings. Apel, K. 32(3), 149-152.

Prologue: Recent advances in phonological  
theory and treatment. Barlow, J. A. 32(4),  
225-228.

Prosodic patterns in children's multisyllabic  
word productions. Kehoe, M. M. 32(4),  
284-294.

Proverb comprehension as a function of  
reading proficiency in preadolescents.  
Nippold, M. A., Allen, M. M., & Kirsch,  
D. I. 32(2), 90-100.

Social behaviors of children with language  
impairment on the playground: A pilot  
study. Fujiki, M., Brinton, B., Isaacson,  
T., & Summers, C. 32(2), 101-113.

Spelling development and disability: The  
importance of linguistic factors.  
Bourassa, D. C., & Treiman, R. 32(3),  
172-181.

Theory-guided spelling assessment and  
intervention: A case study. Apel, K., &  
Masterson, J. J. 32(3), 182-195.

A whole-word approach to phonological  
analysis and intervention. Ingram, D., &  
Ingram, K. D. 32(4), 271-283.